

WHITESVILLE ELEMENTARY

324 Gaillard Road
Moncks Corner, SC 29461

GRADES K-5 Elementary School

ENROLLMENT 729 Students

PRINCIPAL Luretha Sumpter 843-899-8880

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	57	2	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

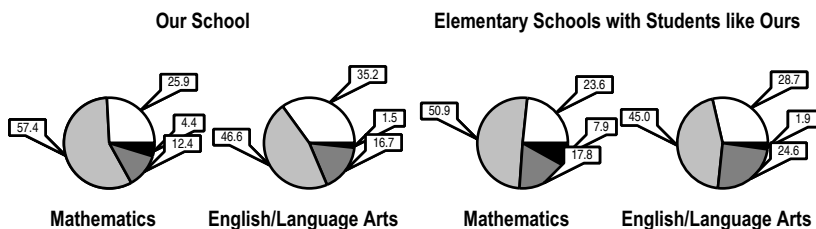
FOR MORE INFORMATION, VISIT WEBSITES AT:




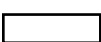
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	60	101	47
Percent satisfied with learning environment	83.3%	78.2%	78.3%
Percent satisfied with social and physical environment	83.3%	75.0%	61.4%
Percent satisfied with home-school relations	73.3%	88.9%	82.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	395	99.2	35.2	46.6	16.7	1.5	18.2	17.6
Gender								
Male	206	99.0	41.2	47.5	10.2	1.1	11.3	17.6
Female	189	99.5	28.7	45.7	23.8	1.8	25.6	17.6
Racial/Ethnic Group								
White	271	98.9	33.2	47.7	17.9	1.3	19.1	17.6
African-American	114	100.0	39.4	46.5	12.1	2.0	14.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	318	99.7	32.0	47.2	19.0	1.9	20.8	17.6
Disabled	77	97.4	47.2	44.4	8.3	N/A	8.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	395	99.2	35.2	46.6	16.7	1.5	18.2	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	393	99.2	35.7	45.0	17.7	1.6	19.3	17.6
Socio-Economic Status								
Subsidized meals	237	99.6	41.9	44.9	12.6	0.5	13.1	17.6
Full-pay meals	158	98.7	25.9	49.0	22.4	2.8	25.2	17.6

Mathematics								
All students	395	99.2	25.9	57.4	12.4	4.4	16.8	15.5
Gender								
Male	206	99.0	27.3	58.5	11.9	2.3	14.2	15.5
Female	189	99.5	24.4	56.1	12.8	6.7	19.5	15.5
Racial/Ethnic Group								
White	271	99.3	22.1	57.0	15.7	5.1	20.9	15.5
African-American	114	99.1	35.7	58.2	3.1	3.1	6.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	318	99.4	21.6	57.8	14.9	5.6	20.5	15.5
Disabled	77	98.7	41.7	55.6	2.8	N/A	2.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	395	99.2	25.9	57.4	12.4	4.4	16.8	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	393	99.2	25.5	56.7	13.1	4.7	17.8	15.5
Socio-Economic Status								
Subsidized meals	237	99.6	32.0	57.9	7.6	2.5	10.2	15.5
Full-pay meals	158	98.7	17.5	56.6	18.9	7.0	25.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	126	N/A	24.4	39.5	32.8	3.4	36.1
	Grade 4	110	N/A	19.3	62.4	18.3	N/A	18.3
	Grade 5	120	N/A	37.1	55.2	7.8	N/A	7.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	32.7	39.4	24.0	3.8	27.9
	Grade 4	143	100.0	33.6	48.4	18.0	N/A	18.0
	Grade 5	129	97.7	39.1	51.3	8.7	0.9	9.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	126	N/A	43.7	42.9	10.1	3.4	13.4
	Grade 4	110	N/A	26.6	45.9	21.1	6.4	27.5
	Grade 5	120	N/A	48.3	40.5	7.8	3.4	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	99.2	20.4	66.0	9.7	3.9	13.6
	Grade 4	143	100.0	23.8	54.9	14.8	6.6	21.3
	Grade 5	129	98.4	33.0	52.2	12.2	2.6	14.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 729)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 3.9%	2.7%	2.4%
Attendance rate	94.9%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.0%	Up from 9.5%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Up from 10.0%	8.3%	8.0%
Older than usual for grade	1.0%	Down from 1.1%	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	56.3%	Down from 58.1%	47.1%	50.0%
Continuing contract teachers	79.7%	Up from 77.4%	85.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.6%	Down from 86.1%	86.5%	86.2%
Teacher attendance rate	95.1%	Up from 94.4%	95.3%	95.3%
Average teacher salary	\$38,328	Up 1.5%	\$39,337	\$39,909
Prof. development days/teacher	14.6 days	Up from 7.0 days	11.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Up from 19.7 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 89.7%	89.5%	89.7%
Dollars spent per pupil*	\$6,409	Up 68.5%	\$5,779	\$5,892
Percent spent on teacher salaries*	62.7%	Down from 66.4%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 91.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Last year's rating of average was an improvement from the previous year. We will continue to strive for improvement. We have continued focusing our staff development on research and best practices. Our teachers have participated in on-going staff development, analyzing test data and collaborating to plan standards-based instruction. Teachers participating in the South Carolina Reading Initiative completed their third and final year.

To support student learning, our staff continues to grow professionally. Four additional teachers are currently in the process of earning National Board Certification. Others are working on advanced degrees. Our science and social studies Lead Teachers are teaching courses to peers. Teachers persisted in seeking additional financial support for our school. More than \$12,000 in grant monies were awarded to Whitesville through the efforts of many dedicated teachers.

The Comer Model continues to serve as a solid foundation for including our school community in decision-making through the principles of collaboration, consensus, and no-fault. Whitesville's School Planning and Management Team truly believes all students can, and will, achieve through a team effort.

Our school has the dedication of many parent volunteers as well as strong community organizations. Collaboration between community and the school is important in improving student learning. This collaboration most often takes the form of schoolwide parenting events and grade level programs. We believe, as Dr. James Comer does, it truly does take a whole community to raise a child.

Luretha Sumpter, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.